

Emotional Wellness Committee Presents:

# CARING

Showing interest in the well being of yourself and others.



“It is not the magnitude of our actions but the amount of love that is put into them that matters.”

~Mother Teresa

[http://thinkexist.com/quotes/mother\\_teresa/](http://thinkexist.com/quotes/mother_teresa/)

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## **Lesson Plan: Caring**

### **Title**

Defining Caring

### **Connections to Character Traits**

Caring

Teamwork

Patience

### **Grade level**

Can be adapted for all grades

### **Overview**

Groups of students work together to create a definition for caring. Additionally, students work together to establish guidelines demonstrating caring in the classroom. This activity can be used with all character words.

### **Materials**

Markers, Construction paper, Poster boards

### **Procedures**

1. Students are split into small groups (4–5 kids per group). Each group should work together to come up with 3 to 5 words that define “caring” to them.
2. Each group should then come up with their own definition of caring. This definition should be a sentence or two that describes what caring means to them.
3. Once each group comes up with a definition, the class can share what each group came up with.
4. Once definitions have been shared, each group will come up with 3 guidelines for demonstrating caring in the classroom and/or school building. These guidelines should help students succeed in school and in life.
5. Each member of the group will cut a heart shape out of a piece of construction paper and write their name on it. Each heart will be placed on the group’s poster board. The group will write their definition and guidelines of caring on the poster board underneath the hearts.
6. The boards can be placed on the walls throughout the room.

### **Assessment**

Observe to make sure all students are participating and helping each other.

**Credit:** A to Z Teacher Stuff (R.L, 6<sup>th</sup> grade teacher)

<http://www.atozteacherstuff.com>

## **Lesson Plan: Caring**

### **Title**

"Cooking Up" Caring/Compassion

### **Connections to Character Traits**

Caring, Compassion

### **Grade Level**

1–4, can be adapted for upper grades

### **Overview**

Students will discuss what caring means, and create a recipe for caring. Each student will make a recipe that can be displayed in the classroom.

### **Materials Needed**

Paper plates (one per student)

Ribbon, yarn, glitter, markers, and other craft materials

Glue

Pencil

Scissors

### **Procedures**

1. Discuss what it means to be a caring person, and ways you can act like you care about someone.
2. Give each student a paper plate. Give the students time to decorate the edges of the plates with ribbon, yarn, glitter, markers, etc.
3. In the middle of the paper plate, have the children write what they think are the ingredients for caring (ex: one big hug, two parts giving, and a pinch of sympathy).
4. Display in the classroom on a bulletin board or by hanging from the ceiling.

### **Assessment**

Participation in class discussion and completion of paper plate

### **Source**

Carson-Dellosa Publications CD-7318

## **Lesson Plan: Caring**

### **Title**

Creative Drama Activities

### **Connection to Character Traits:**

Caring

### **Grade Level**

K–8

### **Overview**

Students are given the opportunity to role-play various scenarios that allow them to practice what Caring looks like. Sample scenarios are provided, as well as additional activities and a review of Caring.

### **Materials Needed**

Props are optional

Poster board for review of Caring

### **Procedures**

1. Review the following with the students. Adaptations can be made based on the age of the students. The list of what Caring *is* can be placed in a column with a happy face, and the list of what Caring *is not* can be placed in a column with a sad face:

Being Caring means:

- Treating people like you want to be treated
- Saying kind things about others
- Doing things for others without expecting anything in return
- Working with a purpose, concern, and excellence
- Respecting your belongings and the belongings of others
- Treating pets and animals responsibly

Being Uncaring means:

- You don't care about others or yourself
- You don't care how your words affect others
- You think negative thoughts about yourself or others
- You only do things for those who you think deserve it
- You do not work with purpose, concern, or excellence
- You don't care about your belongings or the belongings of others
- You treat pets and animals irresponsibly

2. Role-playing a situation helps students internalize the lesson's character traits. The following ten scenarios can be acted out in front of the class or discussed in small groups. Two or more volunteers can act out each scenario. Teachers need to set the scene, guide the actions, and choose the roles of the volunteers. Props can be used. Teachers should coach students through the first and second scenarios. Reinforce the behaviors you want to observe:

*How would you practice caring if...?*

- a. A family member is sick at home?
- b. You saw a small neighborhood child fall off his or her bike?
- c. An older brother lets you play with his video game?
- d. It is your turn to take care of the family pet?
- e. You see a new student eating alone in the cafeteria?
- f. You see your father raking the leaves?
- g. You're not feeling well and your friend wants you to play outside?
- h. A neighbor asks you to water her plants while she's on vacation?
- i. You've been assigned a science project that's due in two weeks?
- j. A classmate is feeling sad because the family dog has died?

3. Additional optional follow-up activities:

a. Have the students draw a picture that illustrates what being caring looks like. Discuss the illustrations or have them write a paragraph that explains their illustration. Hang their pictures up in class or in the hallway.

b. Have the students write down the name of the most caring person they know and then explain their choice.

**Assessment:**

Behaviors that students display in role-plays will help assess whether students understand the concept of caring.

**Source:**

*Kids With Character II* (Published by National Center for Youth Issues)

## **Lesson Plan: Caring**

### **Title**

Caring Dilemmas

### **Connections to Character Traits**

Caring, Empathy

### **Grade Level**

Can be adapted for all grade levels

### **Overview**

Students journal, write essays, discuss, debate, role play, or reflect on the dilemmas presented

### **Materials Needed**

Paper (optional)

Pencils (optional)

### **Procedures**

Read the following dilemmas and journal, write an essay, discuss, debate, role-play, or reflect on the questions for each.

- Your little sister never hangs up her clothes. So you decide to help by hanging them up for her. You're doing a service...but are you really helping your sister? Why or why not? Give other examples of times when service to others might not be helpful.
- Your school requires students to perform 200 hours of community service in order to be promoted to the next grade level. What are the pros and cons of this requirement? How might it affect students' attitudes toward service?
- You're a parent of a child who doesn't know how to share (or just doesn't want to). How might you encourage your child to develop this trait? What learning experiences might you create for him or her?
- You live in a world where service is always rewarded. If you help someone, you immediately receive thanks, kindness, and money in return. How might this affect you and others?
- You've been asked to head a national committee to evaluate the welfare system in your country. Currently your country has thousands of second-, third-, and even fourth-generation welfare recipients; some people who receive welfare have children, grandchildren, and great-grandchildren who also receive it. As committee chair, you can decide to change the welfare system or leave it the way it is. What will you do and why?

### **Assessment**

Based on class discussion

### **Source**

What Do You Stand For?

## **Lesson Plan: Caring**

### **Title**

Caring Poem

### **Connections to Character Traits**

Caring, Empathy

### **Grade Level**

Grades 6–8

### **Overview**

Students reflect on a poem by Edwin Markham

### **Materials Needed**

Paper (optional)

Pencils (optional)

### **Procedures**

1. Read the following poem by Edwin Markham:

He drew a circle that shut me out–  
Heretic, rebel a thing to flout.  
But love and I had the wit to win:  
We drew a circle that took him in!

2. Discuss the following questions or have student write in their journals.
  - a. What does the poem mean to you and your friends?
  - b. Can you think of examples in your own life that seem to fit the poem?
  - c. Is there anyone you know who might benefit from being drawn into your circle?
3. Have student write in their journals or discuss the following:
  - a. Write about a time that someone was kind to you or did a service for you.
  - b. How did you feel?
  - c. Have you ever received a service that made you feel uncomfortable or embarrassed? Why did you feel that way? What can you learn from that experience?

### **Assessment**

Based on class discussion

### **Source**

What Do You Stand For?



## **Lesson Plan: Caring**

### **Title**

Compliment Tree

### **Connections to Character Traits**

Showing kindness and appreciation

### **Grade Level**

Can be adapted for all grade levels

### **Overview**

Students create a compliment tree to remind them of the good deeds that happen in their classroom.

### **Materials Needed**

A branchy tree limb

Sand or small stones

Hole punch

Assortment of 3x5 colored index cards or card stock

A large coffee can

Fabric or paper

Yarn pieces

### **Procedures**

- Cover the coffee can with fabric or paper.
- Fill the can with sand or small stones.
- “Plant” the branch in the coffee pot.
- Talk with the class about the difference between sincere and insincere compliments. Share with the class some examples of sincere compliments.
- Have students write specific compliments about a person in the class using the index cards.
- Students can then draw a flower or fruit shape around their compliments and cut them out.
- Punch a hole in the cards and use the yarn to hang them on the tree.
- Encourage students to continue adding compliments to the tree throughout the year.
- You may want to have seasonally themed trees, clearing the compliments after each season.

### **Assessment**

The class continues to give sincere compliments.

### **Source**

Creative Teaching Press

## **Lesson Plan: Caring**

### **Title**

People Who Care

### **Connection to Character Traits**

Caring throughout the community

### **Grade Level**

Upper Elementary/Middle

### **Overview**

Students research caring members of the community.

### **Materials Needed**

Local telephone books

Library resources

Internet resources

### **Procedures**

- Have students use the phone book/Internet to research local charitable organizations, civic clubs, and other organizations that assist those in need. (ex. United Way, Red Cross, Salvation Army)
- Have students find the following information:
  - History of the organization
  - Work that they do in the community
  - How to join/get involved with the organization
- Have students design a flyer or brochure giving information and asking others to get involved with the organization.

### **Assessment**

The student created flyer/brochure

### **Source**

Creative Teaching Press

## **Lesson Plan: Caring**

### **Title**

Caring for a Secret Friend

### **Connections to Character Traits**

Creates a caring school community

### **Grade Level**

K-4

### **Overview**

Encourage classmates to be a “caring” secret friend for a week.

### **Materials Needed**

Note cards

Markers

### **Procedures**

1. Have students draw a name. That person is their “caring” secret friend for the week.

2. Each student is encouraged to perform a “caring” gesture for the classmate to show they care (help them, play with them, give them a compliment, etc.)

3. At the end of the week, hold a class meeting where everyone shares what he or she did for his special friend.

### **Assessment**

Caring relationships foster both the desire to learn and the desire to be a good person.

### **Credit**

The You and Me Workbook by Lisa M. Schab

## **Lesson Plan: Caring**

### **Title**

Story Time: I Just Want You to Feel Better

### **Connection to Character Traits**

Caring

### **Grade Level**

K–5

### **Overview**

Students listen to a story in which a boy cares for his sister when he is sick. Students participate by using a thumbs-up/thumbs-down response throughout the story. Questions to prompt discussion are included at the end of the story.

### **Materials Needed**

Poster reviewing what Caring means (optional)

### **Procedures**

1. Read the following story to your students. Instruct them to put their thumbs up when they feel like the boy in the story is practicing Caring. Pause briefly after each caring example to acknowledge that it was in fact an example of caring.

Jenny had missed dinner. She rarely missed a meal. Most of the day her mother noticed that Jenny had an annoying cough. She also had a runny nose. Jenny's mother thought her daughter's cold symptoms originated from swimming outdoors during swim team practice and being wet in the cold weather. Although it was officially summer and the pool was open, the temperatures had been on the chilly side, and the overcast days made it seem even colder. Last year Jenny was on the swim team, and she looked forward to being on the team this year. She especially liked practices and the opportunity to see her friends. For the next few days, though, Jenny's mom thought it would be a good idea if Jenny missed a few practices.

After the dinner dishes were rinsed and put in the dishwasher, Paul, Jenny's older brother, called out, "Hey! Jenny's awake and is coming downstairs."

Jenny looked up from the stairs and gave Paul a little smile. She sat down in the living room and curled up on her father's favorite reading chair. Her mom felt her forehead and thought she felt a little warm. "Would you like something to eat, dear?" her mother asked.

"No, Mom," said Jenny, "I'm just thirsty."

In a flash Paul ran to the kitchen refrigerator and pulled out the pink lemonade. On his tiptoes he reached for a glass from the cabinet and filled it with ice cubes from the freezer. He carefully lifted the container and pured Jenny a glass of lemonade. He returned to the living room and handed the drink to his sister.

"Wow! That was nice," said his mom.

Jenny thanked her brother and sipped her drink.

Paul felt Jenny's head and said, "Mom, she's burning up! She's red hot! She needs some medicine."

"What I'd really like is my pillow," said Jenny.

Paul knew Jenny would be more comfortable with her favorite pillow. He jumped to his feet, ran upstairs, and took her pillow off her bed. Jenny loved her pillow. She used to take it everywhere. Recently, however, her parents had asked that the famous pillow remain in her bedroom. Paul gave his sister the pillow.

"Paul," she said, "why are you being so nice to me? Do you want some of my candy I got at the store yesterday? Or maybe you want my dessert from dinner?"

With a serious look Paul said, "I don't want anything. I know what it feels like to be sick. I just want you to feel better."

Paul's mom hugged him and said, "I'm proud of you, Paul."

Jenny lifted her head. "Thanks, Paul. You've made me feel a lot better." Paul blushed and smiled.

2. Use the following questions to prompt discussion in your students:
  - a. Who are the main characters?
  - b. Why was Jenny feeling sick?
  - c. How did Paul show he cared about his sister?
  - d. Besides making Jenny feel good, who else was affected by Paul's behavior?
  - e. Did Paul expect something in return for helping his sister?
  - f. Can you think of a time you did something to help someone else?

### **Assessment**

Watch student responses (thumbs up) throughout story. Also, discussion responses will help gauge comprehension.

### **Source**

*Kids With Character II* (Published by National Center for Youth Issues)

## **Lesson Plan: Caring**

### **Title**

Marble Stationary

### **Connections to Character Traits**

This activity allows the children to express caring thoughts to their classmates through art and literature.

### **Grade Level**

This lesson is appropriate for students in grades K – 8<sup>th</sup> grade

### **Overview:**

This is a two-day activity (drying time) that allows the students to create and communicate in a positive manner.

### **Materials**

Newspaper, tempera paint in assorted light colors, small containers for paint Boxes or trays large enough to accommodate white paper 8.5 x 11, masking tape, marbles. A large box to use as a mailbox (Cut a slit if possible for the students to deposit their letters.) A class list and scrap paper to write down the names of students for the other students to write to

### **Procedure**

1. Cover the work area with newspaper. Put each color of paint into a different small container. Place a marble and a container of paint next to each box or tray.
2. Explain that the marble, instead of a paintbrush will make decorative markings on the paper. Then demonstrate the technique by using masking tape to fasten a sheet of paper to the bottom of the box / tray. Dip the marble into the paint and drop it into the box. Tilt the box and rotate the marble over the surface of the paper to make a pleasing design. Unfasten the masking tape and let the paper dry before repeating the process using a different tray with a second marble and a second color.
3. Let each child make several sheets of stationary. Tell them not to over paint the paper or it will be hard to write on the other side later.
4. When the paper has dried, fold the paper in half so that it opens like a greeting card. Have the students write a “caring / kind” note to various classmates on the unpainted side of the greeting card.

Examples: Dear\_\_\_\_\_, Have a great day at school today. Sincerely, \_\_\_\_\_

- It was great to see you today!
- You are a wonderful person.
- Glad to have a friend like you. Etc.

5. Make sure that each student receives the same amount of cards as the rest. Distribute them randomly from a large box.

**\*\*\* Alternative: Students can decorate half sheets of construction paper and write caring messages to classmates, friends, school staff, and family members.**

**Assessment**

Based on staff observation.

Students reflect on feelings of being cared for when they receive hand made and heart-felt letters from classmates.

**Credit**

All-Year Fun. Macmillan Seasonal Activity packs. 1988 Macmillan Educational Company.

## **Lesson Plan: Caring**

### **Title**

Giving Favor Coupons

### **Connections to Character Traits**

This is an exercise in thinking about and practicing ways to care about others. It can be applicable to all character traits.

### **Grade Level**

K-4

Can be adapted for grades 5-8

### **Overview**

A little gesture of love, concern, affection or caring can make someone else happy for a whole day! A student can show a friend or family member how they feel about someone they love by giving them a special present—a Favor Coupon.

### **Materials Needed**

Favor Coupons

Markers/Crayons

Scissors

### **Procedures**

1. Have students think about all the people in their lives whom they care about and love.
2. Have students fill out the blank spaces on the Favor Coupons, focusing on the favor they will perform for their loved one. Some ideas might include giving a hug, offering to wash dishes for a day, raking the leaves, or tutoring a younger child.
3. Encourage the students to color the coupons and cut them out.  
(Optional for middle school)

### **Assessment**

Follow-up with group discussion upon the delivery of the Favor Coupons  
Students can also journal to reflect on the experience.

### **Credit**

The You & Me Workbook by Lisa M. Schab



### Caring Favor Coupons

To: \_\_\_\_\_  
From: \_\_\_\_\_  
Caring Favor - Good for: \_\_\_\_\_

To: \_\_\_\_\_  
From: \_\_\_\_\_  
Caring Favor - Good for: \_\_\_\_\_

To: \_\_\_\_\_  
From: \_\_\_\_\_  
Caring Favor - Good for: \_\_\_\_\_

To: \_\_\_\_\_  
From: \_\_\_\_\_  
Caring Favor - Good for: \_\_\_\_\_

To: \_\_\_\_\_  
From: \_\_\_\_\_  
Caring Favor - Good for: \_\_\_\_\_

To: \_\_\_\_\_  
From: \_\_\_\_\_  
Caring Favor - Good for: \_\_\_\_\_

### ***Caring Booklist***

And to think that we thought that we'd never be friends (available at EV, SH)

E Ho Hoberman, Mary Ann. 1999.

A brother and sister learn that friendship is better than fighting and they soon spread their message all over the world.

Caring (EV)

177 Ra Raatma, Lucia. [1999], c2000.

Describes caring as a virtue and suggests ways in which caring can be shown, such as recycling, donating to charity, helping others, and listening.

Caring Counts (CH, SH)

177 Be Bender, Marie c2003

Identifies the personality trait of caring and discusses its importance and ways in which it can be practiced at home, in school, with friends, and in the community.

Chicken Sunday (EV, SH)

E Po Polacco, Patricia. 1998.

To thank Miss Eula for her wonderful Sunday chicken dinners, three children sell decorated eggs to buy her a beautiful Easter hat.

Child's world of caring (CH,SH)

177.7 Mo Moncure, Jane Belk. c1997.

Simple text and scenes depict caring behavior, such as feeding the wild birds all winter long, picking up paper and trash left by someone else, teaching a friend to turn a cartwheel, and picking up your toys without being asked.

I am caring (SH)

177 Sa Salzmann, Mary Elizabeth c2003

Describes some of the many ways of being a caring person, including showing love to family members, spending time with friends, and sharing

People who make a difference (CH)

920.073 As Ashabranner, Brent K., c1989.

Describes the life and work of several men and women of various ages, circumstances, and occupations who, by their caring and concern, are helping to make a difference to those in need, the environment, and on a personal level.

The Piano (CH)

F Mi Miller, William 2000

A young black girl's love for music leads her to a job in the home of an older white woman who not only teaches her the piano, but also about caring for others.

Tilly and the Rhinoceros (EV)

E Sa Samton, Sheila White 1993

By her sweet and caring ways, Tilly the goose turns a grumpy rhinoceros who threatens the economic life of the village into a delightful, helpful friend to all.

Toot & Puddle : let it snow (EV)

E Ho Hobbie, Holly. 2007.

At Christmastime, Toot and Puddle get some help from Opal and show that caring is the most important part of gift giving.

What puppies teach us : [life's lessons learned from our little friends] (EV)

636.7 Dr Dromgoole, Glenn. c2003.

Photographs of puppies and simple text remind the reader of such lessons as "Friendship means caring and sharing," "Be careful in traffic," and "Be willing to learn new things."